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A study unit in a homemaking course is devoted to the concept of the young child learning through his experiences. This instructional bulletin for teachers offers material on sensory and play experiences. A section of resource materials includes toys to make and information on guiding children's play activities. (NH)

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UNDERSTANDING YOUNGER CHILDREN

An Instructional Bulletin
Supplementing

Instructional Guide, Homemaking 1 and 2

B7 - A7
Homemaking Education

UD 006 966

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FOREWORD

The material in this publication was developed by a professional staff of consultants, supervisors, administrators, and teachers. In experimental form it was used extensively in specific classrooms of designated schools. Suggestions from teachers and pupils have been incorporated into the present revised form.

It is sincerely hoped that teachers using this publication will find the suggestions helpful when adapting them to their particular situations, and effective for use with pupils in target area schools.

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

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TO THE TEACHER

A major unit of study in Homemaking 2, Grade 7, is Living and Learning With the Family. Two of the problems presented in this unit are Understanding Younger Children and Their Needs and Helping With the Care of Younger Children. The materials presented in this publication are related to these problems and are meant to supplement the sections of the Instructional Guide, Homemaking 1 and 2, which relate to these topics.

Many of the problems discussed concern day-to-day life, and the importance of the material is easily recognized by the pupils when it is presented with new visual approaches. Interesting, problem-solving situations directed toward the anticipated learnings should be provided whenever possible.

Discussion and pupil participation with the use of visual aids is the key to the proper use of this instructional material. Lecture should be minimized.

It is expected that pupils will read the authorized texts and supplementary materials which are listed in the Instructional Guide. These readings provide information and background material for discussions.

Previous learnings should include areas of family responsibility and ways that participating family members can contribute to the happiness and welfare of other family members.

A logical follow-up study should relate to the physical needs and the care of preschoolers.

Implications of research concerning the needs of disadvantaged youth include that these children:

- need more sensory approaches in learning.
- need to learn things which more advantaged learners assume or take for granted.
- need to learn through successful attainment of sequential experiences.
- need to enjoy wider experiences and to develop curiosity through experiences with interesting and unfamiliar things.
- need to structure learning through progression from concrete objects to abstract concepts.
- need to develop ability to generalize and increase ability to make decisions.
- need help in developing further the positive personality traits already possessed.
- need to gain insights into the causes and consequences of personal behavior.
- need to receive specialized services within the family unit.

C O N C E P T

The Child Learns

Through His Experiences

THE CHILD LEARNS THROUGH HIS EXPERIENCES

OBJECTIVE:

To understand how preschoolers (2 to 5 years) develop and grow, according to their abilities, opportunities, and experiences

ANTICIPATED LEARNINGS:

1. The young child learns through his senses.
2. Children learn through their play experiences.
   a. Play contributes to physical, mental, emotional, and social development.
   b. A variety of equipment and materials are used in different types of play activities.
   c. Play is children's work.
3. Guiding and directing children's play make it more meaningful.

THE YOUNG CHILD LEARNS THROUGH HIS SENSES

Learning Experiences

Provide opportunities for class members to become aware of their five senses and to use them. Relate these experiences to how a young child learns.

Hearing

Play a tape or disc recording of common sounds (water running, siren sounding, car engine running, clock ticking, dog barking). Have class members list in writing or draw a picture of what they thought they heard.

Show pictures or slides of such things as a car, plane, fire engine, dog, bird, or ice cream truck. Ask class members, as they see each picture:

What sound would you expect to hear?

How would you know what sound to expect?

Discuss:

What sounds do we hear now in our room?

What is the most important sound in our classroom?

What does a child learn from hearing people talk?

What does the tone of voice tell us about how a person feels?

How does the tone of voice used affect what the child will learn?

Touch

Blindfold one class member. Allow her to handle several objects and describe them to the rest of the class. Include such things as a hair brush, a fork or spoon, a ball of cotton, an orange, a block of wood, or an ice cube. For each object, the pupil may answer the following questions:

Is it soft? hard? smooth? rough? hot? round? square? irregular in shape? Can you identify the object?

Discuss:

Have you ever seen a young child pet a furry animal or rub a smooth, satin pillow? What sense is he using?

Are some textures more pleasing than others?

Why does a child want to handle objects?

Why is the sense of touch important to adults, as well as to children?

Have you ever seen your mother feel a piece of fabric? Why does she feel the fabric? Is this in any way similar to a child's feeling a fur collar?

Have pupils make a touch book for a child, including such textures as felt, satin, sandpaper, corduroy, and a cotton ball. After a child has used the touch book, have him report to the class what he observed.

Taste

Prepare tasting trays for pupils containing foods such as carrot sticks, jello, crackers, and cookies. As pupils taste each food, ask questions, such as:

Is the food sweet? sour? salty? crisp? soft? Do you like it? Do you think a child would like it? Why?

Discuss:

Do children put anything other than food in their mouths? If so, what?

Can this be dangerous? What safety measures should we take?

Why does a child put things in his mouth?

What can he learn about an object by putting it in his mouth?

Sight

Project slides of easily recognized objects or scenes. At first, project each out of focus. Gradually sharpen the focus as pupils guess what it is they are seeing. Or, first show one edge of a slide, and slowly reveal more of its area until the entire picture appears. Have pupils guess what it is they are seeing. After the picture is complete and/or in focus, ask specific questions about its content.

Discuss:

Which of your senses have you been using as we looked at the slides?

What can we tell about an object by looking at it? color? size? shape? How close it is to us? How heavy it is? What is its texture?

What kinds of things can children learn through their sense of sight?

Smell

Allow pupils to smell such things as perfume. an orange, flowers, or food cooking.

Discuss:

Which of these odors were pleasant?

Can you think of an instance when our sense of smell could help to keep us safe?

Does our sense of smell sometimes make an experience more enjoyable?

What things do children like to smell?

Does a child learn through his sense of smell?

All Senses

To help pupils recognize their dependency on the senses in learning, have each pupil place a sheet of paper on the table.

Discuss:

How does the paper taste?

How does it feel?

How does it look?

How does it smell?

What kind of a noise does it make when it is crumpled?

Is it heavy or light?

How do you know all this?

Show mounted pictures, or project slides or the filmstrip of children in various situations in which they are using their senses. Have pupils identify the senses being used. Relate these situations to pupils'

experiences and the ways a child learns.

Picture No. 1 (Child Playing With Sand)

What is the little boy doing? How does it feel?

Have you ever let sand run through your fingers?

What sense is the child in the picture using? Any others? Which ones?

What is he learning?

Is it natural for a child to want to touch things?

Should we allow a child to touch and feel objects?

Is it sometimes necessary to keep him from touching things? When? Why?

Picture No. 2 (Child Listening to Transistor Radio)

What is this child doing? Have you seen a teen-ager do this? An adult?

What sense is being used?

Why do children like music?

Would a child like the same music you do? Why, or why not?

What other sounds are pleasing to a child? How can his interest in sound and his awareness of pitch and quality be expanded?

What sounds are frightening to a child? Why?

Can we help a child overcome his fear of these sounds? How?

Picture No. 3 (Child Licking a Spoon)

What do you see in this picture? What do you think was on the spoon?

Why does a child like some foods? Dislike some?

Why do children sometimes refuse new foods? How may a child be helped to expand his food likes?

Why do junior high school girls like some foods and dislike others?

Is it natural for children to put many things into their mouths?

What should we do when a young child puts something into his mouth?

Picture No. 4 (Children Looking Through a Magnifying Glass)

What are these children doing?

What sense are they using?

How does the magnifying glass help them to see?

Have you ever looked through a microscope? What did you see?

How did this help you to learn?

How can we help a child become more observing?

Which of the five senses do you think is most important? Why?

Picture No. 5 (Child Smelling a Flower)

What is this child doing?

Which of his senses is he using?

How do you think it smells?

What other things smell good?

What odors are unpleasant?

What things can you identify by their odor?

What can a child identify by its odor?

How does his sense of smell help a child to learn?

Evaluation

Participation in class activities and discussion

Objective test (Refer to Resource Materials, "Evaluation - The Five Senses.")

CHILDREN LEARN THROUGH THEIR PLAY EXPERIENCES

Play contributes to physical, mental, emotional, and social development.

A variety of equipment and materials are used in different types of play activities.

Play is children's work.

Learning Experiences

Develop definitions and help pupils understand the meanings of key words:

physical	development
mental	imaginative
social	dramatic
emotional	creative

Show pictures or project slides or the filmstrip of children in play situations. Use visuals as a basis for discussion. Suggested pictures and representative questions are listed. In some examples, there are a series of true, false, or debatable statements related to the picture. These statements may be used to stimulate discussion or formulate questions.

Picture No. 1 (Child Playing in Sand)

Why is sand a good play material for young children?

What age child enjoys the sandbox most?

How is the way a two-year-old plays with sand different from the way a five-year-old plays with sand?

What other materials or toys help to make sand play more fun?

How does this kind of play help the child grow and learn?

Do very young children like to play alone? Why?

Picture No. 6 (Child With Blocks)

Why do most children enjoy blocks?

Can blocks be used by a child when he is playing alone? When he is playing with someone else?

What kinds of things do children build from blocks? Will this vary according to the age of the child? How?

Why do you think the little girl is putting her hand on the adult's hand?

How may adults help children who are playing with blocks?

How does block play help a child to grow and learn?

"True or false" statements:

Stacking the blocks builds imagination.

The child learns his colors.

The child is able to pick up large and small blocks.

The sharp corners on the blocks are dangerous for a two-year-old to handle.

Picture No. 7 (Riding Tricycle)

How does riding a tricycle help a child develop physically?

What safety rules do children need to know and obey when they ride tricycles?

What do you think this little boy is thinking about?

Why is "pretending" important to children?

Right now, this boy is pretending his tricycle is a bus. What else might it be?

Can you remember thinking about "When I grow up"?

Picture No. 8 (Children Hearing Story)

Why do children like story time?

What kinds of stories are best for young children?

How long should a story be?

What may children learn by listening to stories?

"True or false" statements:

Pictures to go along with the story make the story more interesting to children.

Children are not interested in repetition or unusual sounds.

Children need help in learning how to handle books.

Children enjoy having their own names used as a part of the story.

Picture No. 9 (Dress-up)

Why do little girls like to dress up in their mothers' clothes?

Can you remember playing dress-up?

What do you think the little girl will do and say while she is dressed up? What will she be learning?

"True or false" statements:

Imagining and pretending help a child grow and learn.

Children can hurt themselves by wearing shoes which are too big and have heels too high.

Children should not get in the habit of fussing with their mothers' purses.

Children like to watch and copy other people.

Picture No. 10 (Playing With Doll House)

Are these children using their imaginations?

What do you think they are pretending?

Do you think these children are playing together, or just near each other?

What might they be saying? What are they learning?

Picture No. 11 (Playing House)

What are these children doing?

Whom are they imitating?

Is there a difference between girls' toys and boys' toys when children are this age?

Do you think these children are really playing together, or just side by side?

Why do household objects make good toys?

Picture No. 12 (Easel Painting)

Do children need to have a special talent to enjoy painting?

What directions would you give a child when he is starting to paint?

Which is most important to the child--the fun of painting, or the finished picture?

What might you say when the child finishes painting?

Picture No. 13 (Jumping Rope)

Is jumping rope something that you enjoy doing? Why?

At about what age do children learn to jump rope?

How does jumping rope help a child grow? Develop coordination? Rhythm?

Are the girls in the picture learning to play or work together?

Picture No. 14 (Band)

How do you think the music sounds? Is this important?

Why do children like rhythm and musical instruments?

What simple instruments for children can we make from things we have at home?

What are these children learning as they play together?

Picture No. 15 (A Dog Interfering With Eating)

Why is the little boy crying?

Why might he be afraid of the dog? Have you ever been afraid of a dog?

When a dog is to be a playmate, how can we avoid development of fear? How can we help a child overcome fear?

Should play be combined with the eating experience?

Picture No. 16 (Expressing Affection)

What feeling is this child showing?

How do children express their feelings?

How do teen-agers and grown-ups show love and affection?

Is it natural for young children to show their feelings?

Additional Pictures (Suggestions for Teacher Collection)

Picture: Mother's Helper in the Kitchen

Why do children like to help in the kitchen?

What can a three-year-old do to help in the kitchen? A four-year-old? A five-year-old?

"True or false" statements:

Mothers do not like small children to make a mess in the kitchen.

It is fun for children to be in the kitchen, near Mommy.

Whatever Mother does is what the child wants to do.

Picture: Young Child Playing With Older Children

Should playmates always be the child's own age? Older? Younger?

Why is it sometimes helpful for a child to play with older children?

"True or false" statements:

Much learning takes place by watching other people.

Being with older boys and girls is fun.

The child learns to take care of himself.

Playing with children his own age will help a child develop a sense of give-and-take.

Picture: Child Fingerpainting

Why do children enjoy fingerpainting?

What senses do children use when they are fingerpainting?

Can you remember fingerpainting? How did it feel?

How do the paintings of a very young child differ from those of an older child?

"True or false" statements:

The end result is more important to the child than the motion of painting.

Children of preschool age may paint several colors over another and get a "muddy" effect.

The four-year-old enjoys sharing his paper and paints with another child.

Most children do not like the feel of paint.

Picture: Refusing to Share

Have you ever seen children refuse to share their toys?

Why does this sometimes happen?

Is it natural at this age? For older children?

How can we help children learn to share?

Show filmstrip "Selecting Children's Toys," H.E.-28, Infant Care Series, Set 1 (available through Audio-Visual Section).

Introduce the filmstrip by asking the pupils to observe what type of toys is seen, how the toys are used, how toys should be selected, and why.

Encourage pupils to react to the film. Invite discussion.

With the pupils, develop criteria for toys. Refer to Fleck, et al., Exploring Home and Family Living, pp. 260-261.

Display a collection of toys. Discuss what playthings are needed by children at different age levels. Evaluate toys according to the criteria established.

Have pupils make a toy for a particular child. Refer to Resource Materials, "Toys to Make." When toys are completed, have each pupil show her toy and explain it to the class:

For what age child is this toy suitable?

How will the child use it?

How will this toy help the child to grow and learn?

Does this toy meet the criteria established by the class?

Develop with pupils a list of household articles which make good playthings. Also, list those which are not suitable or safe. Refer to Fleck, et al., Exploring Home and Family Living, p. 258.

Have pupils observe a preschool child in a play situation and complete the observation check sheet. (Refer to Resource Materials, "Observation Checksheet.") This observation may be made at home, in the neighborhood, or at a playground or similar place. Be sure that pupils understand what to observe, and how. Have pupils make oral or written reports. Draw conclusions.

Evaluation

Toys made by pupils

Observation reports

Participation in class activities and discussion

GUIDING AND DIRECTING CHILDREN'S PLAY MAKE IT MORE MEANINGFUL

Learning Experiences

List with pupils the types of play activities which pre-school children enjoy.

Provide opportunities for pupils to engage in typical play activities so that they may understand better how to help youngsters with these activities. The class may be divided into groups, each of which demonstrates one type of play, or the entire class may participate in one or two activities.

Have pupils make dough clay and finger paint. Try out these materials.

Finger Paint

1/3 C. Clothes starch
1/4 C. Cold water
1 1/3 C. Boiling water
1/2 C. soap flakes
food coloring

Mix starch with cold water. Add boiling water and cook until glossy and thick. Add soap flakes while mixture is still warm. Cool, and add coloring. Pour in jars. Keep in refrigerator.

Dough Clay

2 C. flour
1/3 to 1/2 C. salt
1 T salad oil
food coloring
water to make a stiff dough

Mix the same as for biscuits. Store in closed containers in a cool place.

Develop with pupils suggestions for helping with play activities. Refer to Resource Materials, "Guiding Children's Play Activities."

Have pupils present minute dramas based on the suggestions for guiding children's play. Discuss. Refer to Resource Materials, "Minute Drama No. 1."

Ask pupils to help a small child at or near home with one of the play activities experienced and discussed in class. Have the pupils report to the class. This report might include the age of the child, type of play activity, what the child did, difficulties encountered, and what the teen-ager did.

Read children's books aloud to the class; one good, one poor. Do not discuss their qualities. After you have finished reading both books, ask the class:

Which book did you like best? Why?

Which book is best for preschoolers? Why?

Develop with pupils criteria for selecting children's books. Refer to Resource Materials, "Check List for Children's Books."

Have pupils visit the school or public library and select books suitable for preschool children. Bring these books to class; display them and use them for reading practice.

Demonstrate how to read to children, or ask a librarian or a nursery school teacher to do so.

Have pupils practice reading simple books, individually or in groups, as they would read them to small children. A tape recorder may be used to provide a basis for self-evaluation.

Have pupils write and illustrate a story suitable for young children.

Develop with pupils a set of guidelines which should be followed in speech and action when dealing with young children. These might include:

State suggestions in a positive way.

Give the child a choice only when you want him to have one.

Redirect the child when a change of behavior is needed.

Help the child grow in independence by giving a minimum amount of help.

Reinforce your suggestions, and carry through.

Avoid making comparisons between children.

Never shame or blame the child.

Set limits and consistently maintain them.

Be patient.

State guidelines in a few key words and display them on the bulletin board.

Have pupils list statements commonly made to children which begin with "Don't." Ask pupils to translate each negative statement into a positive suggestion.

Have pupils practice statements often made to children in anger and in a cross tone of voice, speaking more slowly and in a firm, pleasant tone.

Develop with pupils a list of limits that should be set for young children. Discuss how these would be maintained.

Ask pupils to present minute dramas illustrating the guidelines for speech and action. Discuss. Refer to Resource Materials, "Minute Drama No. 2" and "Minute Drama No. 3."

Ask pupils to practice using the guidelines for speech and action with children at or near their homes, and to report to the class about their experiences. This report might include answers to such questions as:

What was the situation?

What did you say or do?

What were the results?

<u>Evaluation</u>

Participation in class activities and discussion

Reports on helping with play activities

Stories written by pupils

Presentation and discussion of minute dramas

Reports on use of guidelines for speech and action

RESOURCE MATERIALS

EVALUATION - THE FIVE SENSES

Fill in the blanks in the sentences below with the best word from the following list:

sight

touch

smell

hearing

taste

1. A child can learn whether a surface is rough or smooth by using his sense of _____.

2. To tell whether a car is red or blue, a child uses his sense of _____.

3. Our sense of _____ lets us enjoy music.

4. Food is usually liked or disliked because of the sense of _____.

5. We can sometimes tell when cookies are baking by using our sense of _____.

Write the word TRUE or FALSE in the blank before each statement.

_____ 1. Children learn about the world they live in through their senses.

_____ 2. We usually use only one sense at a time.

_____ 3. Children should never be allowed to touch household objects.

_____ 4. Small children put many things into their mouths.

_____ 5. Listening to other people speak helps children learn to talk.

_____ 6. Most children do not like music.

_____ 7. The sense of sight helps us to tell whether one object is larger than another.

_____ 8. Children and adults use their senses in similar ways.

_____ 9. Common sounds are never frightening to children.

_____10. It is natural for children to look, poke, feel, and taste.

TOYS TO MAKE

Oilcloth Blocks

bright-colored oilcloth with a small pattern (1/8 yd. or small pieces of remnants)
wool yarn or embroidery floss

Cut out six squares of oilcloth about 2" on each side. Stitch the sides of the squares together to form a block. Use a buttonhole or blanket stitch. Before stitching up the last opening, stuff the block with cotton or old clean rags, or pieces of discarded nylon stockings. Stitch the last opening.

Nest of Cans

several cans of different sizes that would fit into one another
bright-colored paint (different colors, if possible)

Remove labels and glue on cans. Pound the metal around edges until they are smooth. Paint cans various colors with lead-free paint.

Spool Doll

1 large spool for body
1 medium spool for head
14 small spools for arms and legs
2 pieces of string or a pair of shoelaces

String four small spools on one piece of string to form a leg. Knot at the bottom, or use a button to keep it from pulling through. Make other leg in the same way. Make the body by pulling both strings through the large spool. Then, make an arm by pulling one string through three small spools. Anchor it at the end with a button, and bring the string back through the spools. Make other arm in the same way. Make the head by pulling both strings up through the medium spool. Tie them together at the top, and make a loop for hanging. Paint on parts of the face, or glue on bits of felt.

Picture Book

tag board
magazine pictures
rubber cement
felt tip pens
notebook rings

Cut tag board into desired size for pages. Cut pictures of large and familiar pictures and mount one on each page. Label with felt tip pen. Prepare a cover for the book, and join pages with notebook rings.

Sand Blocks

sandpaper
small nails or stapler
2 blocks of wood
2 dresser knobs or small spools

Attach knobs to blocks of wood. Sand wood smooth, and then paint, if desired. When dry, cut sandpaper to fit on one side of the block and attach with nails or stapler.

Drum

1 large can, or oatmeal box
unbleached muslin
shellac
string or glue
2 small sticks and 2 empty spools

Cut a piece of muslin a little larger than the open top of the can or box. Draw it very tightly over the top of the can or box. Hold it in place with glue, if using the can, or lace it onto the box with string. Shellac the muslin. To make it stronger, shellac it twice, letting it dry between each coat. Pierce a small stick into an empty spool to form drum sticks. Paint drum and sticks, if desired.

Tambourines

pie pan
bottle tops
string

Make holes all around the edge of the pie pan. Remove cork from bottle tops and punch holes in the center of each with a hammer and nails. Tie the bottle tops to the pie pan with small pieces of string. Have them hang close to the pan. Paint pan and caps, if desired.

Musical Rattler

baking powder can with its cover
few pebbles or buttons or lima beans
paint

Fill can with buttons, pebbles, or beans. Place cover on can tightly. Paint the can.

Coffee Can Drum

coffee can with its cover
string
2 sticks
2 spools

Punch hole in center of bottom and top of can. Pass a heavy string through the holes and make a knot close to the bottom of the can, and close to the cover so that the cover won't slip off. Tie a double knot to join the string ends so that it can be slipped over the neck. Insert sticks into spools to form drumsticks. Paint the drum.

Boat

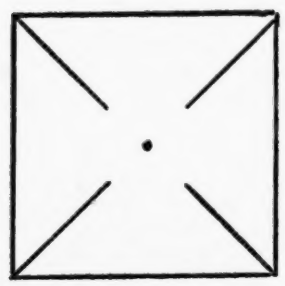
piece of board or styrofoam, about 8"x5"x3/4"
screweye
small block of wood or cardboard box, about 3"x3"x2"

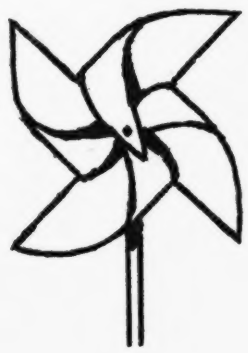
Round one end of the board to give it a boat shape. Nail, screw, or glue the box on top of the boat to form the cabin. Attach the screweye to the front end of the boat for attaching a string. Wooden or cardboard box trains or cars may be made the same way.

Pin Wheel

square piece of stiff paper or celluloid
dowel (3/8" or ½" in diameter), 14" long
pin or small tack
pair of scissors

With the scissors, make four cuts extending from the corners part way into the center of the paper. Bend each of the corners into the center and push a pin through all four points and into the top of the dowel. Be sure the point of the pin does not extend beyond the thickness of the dowel.





Jig-saw Puzzle

brightly colored magazine picture
cardboard
rubber cement

Mount colored picture on the cardboard. Cut into pieces to make a puzzle. The size and shape of the pieces may be varied, according to the age of the child for whom the puzzle is being made.

Button-on Puzzle

scraps of colored felt
buttons

Draw a pattern for the object desired. This might be an animal, a flower, a truck, etc. Cut the parts of the pattern from pieces of colored felt. Sew on buttons and cut slits in the felt so that the pieces may be buttoned on in the appropriate places. For example, legs and ears may be buttoned to the animal, petals buttoned to the flower, wheels buttoned to the truck, etc.

Paper Bag Puppet

small paper bags
colored construction paper or felt
crayons or colored pencils

Plan the features for the face. You may draw them with colored pencils or crayon, or you may cut pieces of felt or colored paper. Yarn or strips of curled paper may be used for the hair. You may also add a hat or tie. Leave enough space at the bottom to tie the bag to the wrist. Features should be large enough to be clearly visible from a distance.

Toy Box

1 box with lid cut open on three sides
burlap, wall paper, or contact paper
felt or other materials for decorating

Cut opening in each end of box to form carrying handles. Cover box with fabric, etc. Glue on felt cut-outs to decorate the box.

Ring Toss

piece of wood 3/4 to 1" thick at least 6" across
piece of dowel (½ to 1" in diameter), 6" long

Bore a hole for the dowel in the center of the piece of wood. The depth of the hole should be half the thickness of the wood. Paint the wood and the dowel. Glue the dowel to the hole in the base. Reinforce the dowel by pounding a nail from the bottom of the base up through the dowel. Rings may be made with two or three strands of clothesline or rope tied together to form a circle. Tie the ring in at least three evenly spaced places.

Clock

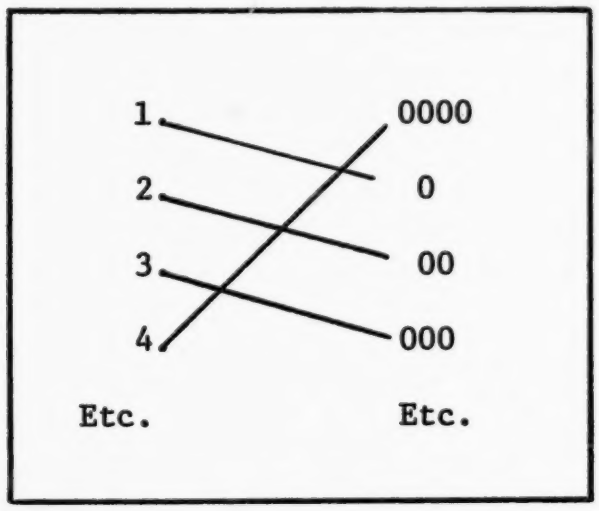
firm cardboard
construction paper
felt tip pen
brad

Cut a circle from the cardboard to represent a clock face. Print numerals with pen. Cut clock hands from construction paper and fasten in center of clock with the brad.

Number Game

piece of tag board
yarn or string
small colored pictures of familiar objects
1 dog
2 cats
3 balls, etc.
felt tip pen

Print numbers from 1 to 10 near one edge of tag board. Fasten a piece of yarn or string next to each numeral. Tie a knot in other end of string. Mount groups of pictures next to the other edge of the tag board. The child places the knot next to the appropriate picture as he plays the game.



OBSERVATION CHECKSHEET

Directions Observe a child between the ages of 2 and 5 years in a play situation. Record your observation soon after watching the child, so that you will not forget the details. Check the answers that apply to what you saw.

1. Do you know the child? yes _____ no _____

2. About how old is the child?

   2 yrs. _____ 3 yrs. _____ 4 yrs. _____ 5 yrs. _____

3. Where did you see the child?

   in a home _____ neighborhood _____

   on the street _____ playground _____

   other place _____

4. How long did you observe the child?

   3-5 minutes _____ 10-15 minutes _____

   5-10 minutes _____ other _____

5. What was the child doing?

   playing house _____ riding tricycle _____

   playing ball _____ watching others _____

   building _____ other _____

6. What playthings did the child use?

   _____ _____

   _____ _____

7. Did the child play alone? _____ with another child? _____

   with an adult? _____

8. What are one or two things the child said?

_____

_____

9. What was the child doing to help develop his muscles or coordination?

climbing _____ pulling _____ taking _____ things apart

running _____ pushing _____

jumping _____ putting _____ things together other _____

10. What was the child doing to help him learn to get along with other persons?

sharing _____ tattling _____ bullying _____

cooperating _____ helping _____ bothering _____

teasing _____ fighting _____ other _____

11. What feelings did the child show?

love _____ anger _____ independence _____

fear _____ dislike _____ other _____

happiness _____ success _____

12. What was the child doing that would help to increase his understanding of things around him?

looking _____ exploring _____ other _____

listening _____ trying _____

asking _____ pretending _____

GUIDING CHILDREN'S PLAY ACTIVITIES

General suggestions

Be sure the child is safe.

Provide materials and equipment.

Show the child where and how to play.

Help when necessary, but do not boss.

Give positive suggestions in a soft voice.

Encourage sharing and taking turns.

Blocks

Suggest block buildings be started in an area where they will not be in the way.

Suggest the child build his tower or tall building not taller than himself.

Puzzles

Watch to see that pieces to each puzzle are kept separate from other puzzles.

Suggest a simple puzzle so the child will be able to complete it.

Suggest turning the piece around so the child will be able to see how it fits.

Wheeled Toys

Pick up small wheeled toys that are not being used, so they will not cause someone to fall.

Tell the child to stop before he bumps into the furniture or people. "Go around the chair." "Go around brother while he is standing there."

Brush Painting

An apron or smock should always be worn.

Only simple directions are necessary. "Keep the paint on the paper." If the brush is too wet, "Press the brush on the side of the jar."

The floor is a good place to paint. The paint does not run down the page, and there is less chance of spilling.

Child should be high enough above his work to see and enjoy it. Either an easel or a low table is satisfactory.

Remember to not ask what it is. Instead, say, "That's a pretty picture," or "You've used pretty colors."

Finger Painting

Show the child how to put the paint on the paper, how much paint to use, and how to use his fingers.

One color is best for a young child.

Let the child be free to experiment.

Clay and Dough

Direct the child to keep clay and dough on the boards or on the table.

Show him how to roll, pinch, knead, and press the clay.

Do not give the child a model to copy; it may discourage him.

Pasting

See that paper and paste are ready for the child to use.

Give him scissors with rounded ends to use to cut different shapes.

Remind him to "keep the paste on the paper, and not on Johnny"; to "Use the scissors on the paper, not on Susie's hair."

Water Play

The child should wear an apron.

Give the child a pan of water with a drop of detergent and a straw, and let him blow bubbles.

Remind him to "Keep the straw in the water," to "Keep the water in the pan," and to "Stand quietly so you will not spill the water."

CHECK LIST FOR CHILDREN'S BOOKS

	YES	NO
1. Is the book durable? (Will the book cover last?)		
2. Is the story realistic? (Is it about something children know about and can see in real life?)		
3. Will the children be able to understand the words?		
4. Are the pictures on the page opposite the printing?		
5. Are the pictures clear, colorful, and realistic? (Are animals pictured without human clothing, etc.?)		
6. Can the children participate? (Can they answer questions; imitate sounds?)		
7. Is the story easy for you to read aloud?		

MINUTE DRAMA NO. 1

Purpose	To show that teen-agers can be responsible for helping children develop safe play habits.
Setting	Front yard. Two children, about three years old, are playing with a ball; and it rolls into the street. The older sister is nearby. One of the children starts after the ball.
Older sister	"Valerie, wait! I'll get the ball for you." (The sister looks both ways, carefully gets the ball, and returns it to the child.) "Always tell a bigger person when the ball goes into the street. The cars cannot see you, and you might get hurt."
Questions for discussion	What would you have done if you were the big sister in this situation? Would a spanking be a good way to teach Valerie not to run into the street? Why? Do you think Valerie learned anything? What?

MINUTE DRAMA NO. 2

Purpose	To show how to redirect a child when a change of behavior is needed.
Setting	Front room. Parents and older sister are watching a television program. Mike, five years old, is rolling a truck on the floor between the television set and the people who are watching. He is making noises like those of a truck.
Older sister	"Mike, let's get out a puzzle and put it together. You need to wait until the television program is over to play with your truck."
Mike	"I want to play with my truck."
Older sister	"You need to do something quiet so the noise won't bother us while we're watching televison."
	(Sister takes Mike's hand and they go into the other room together.)
Questions for discussion	Do you think Mike realized he was disturbing anyone?
	Do you think the sister did the right thing?
	What did she really do?
	What would have happened if the sister had told Mike to keep quiet?
	What do you usually do to keep children quiet while you are watching television?
	What other activities are suitable for quiet play?

MINUTE DRAMA NO. 3

Purpose	To show how we may encourage independence.
Setting	The child is on the floor playing with a puzzle. A teen-ager is studying at a nearby table. The child throws a piece of the puzzle.
Child	"It won't fit!"
Teen-ager	"What's the matter?"
Child	"I don't want to do it any more."
Teen-ager	"Can't you get the pieces to fit?"
Child	"No!"
Teen-ager	"I'll help you. Oh look, it's almost finished. You've put it together nicely." (Teen-ager sits beside the child on the floor and hands him a piece of the puzzle. The child tries unsuccessfully to fit in the piece.) "Turn the piece around and try it."
Questions for discussion	Why did the child throw a piece of the puzzle? How did the teen-ager help him to help himself? What would have happened if she had finished the puzzle for him? How do you think the child felt when he finished the puzzle himself?

OTHER RESOURCES

Los Angeles City Schools, An Instructional Guide, Homemaking 1 and 2, Publication No. SC-596, 1963. pp. 96-103.

Barclay, Marion and Frances Champion. Teen Guide to Homemaking, New York: McGraw-Hill, 1961. pp. 406-411.

Fleck, Henrietta, Louise Fernandez, and Elizabeth Munves. Exploring Home and Family Living, Englewood Cliffs, N. J.: Prentice-Hall, 1959.

Filmstrip prepared from the illustrations which appear in the instructional bulletin, Understanding Younger Children.

P I C T U R E S

Numbers 1 through 16

PICTURE 1

PICTURE 2

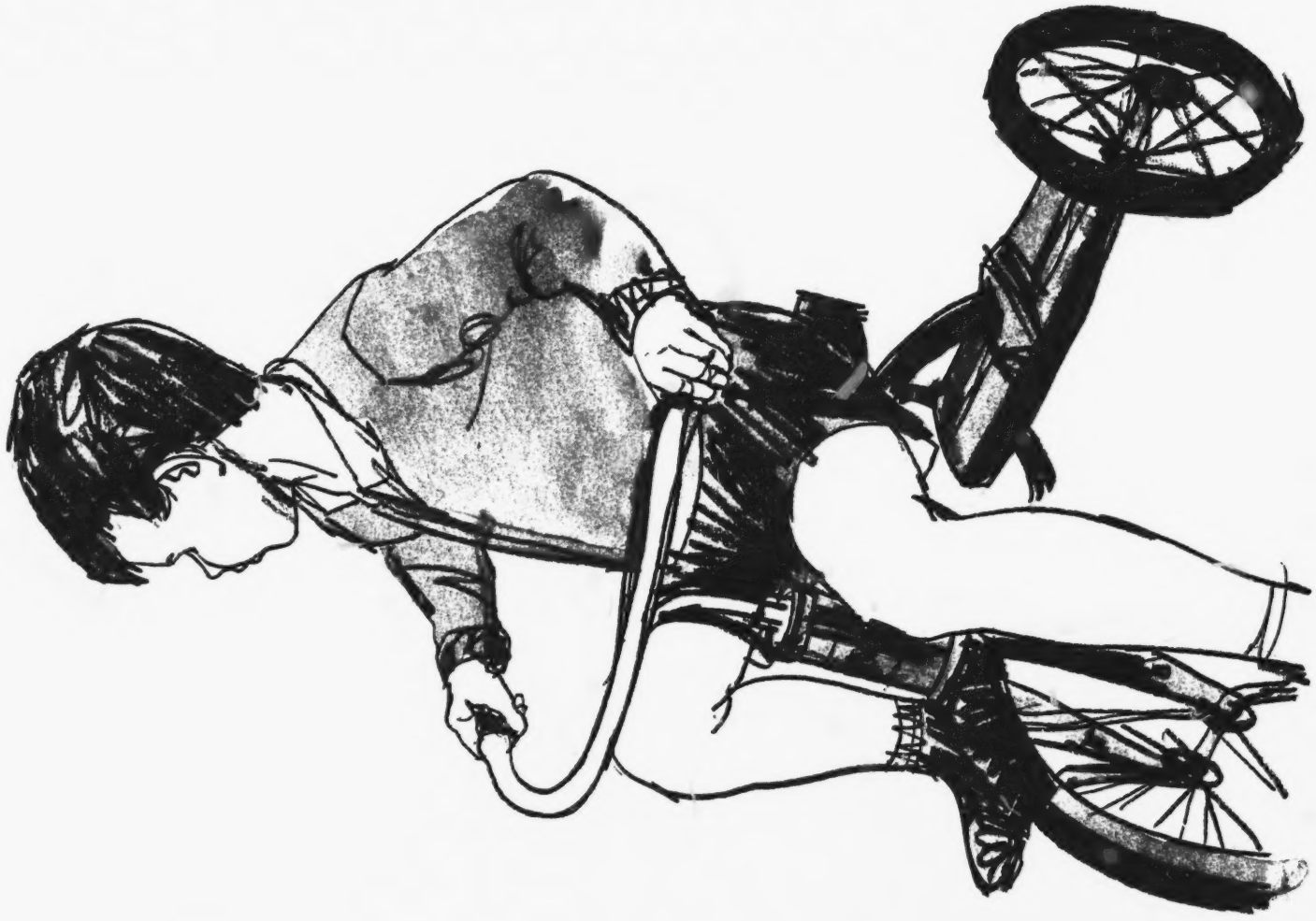
PICTURE 3

PICTURE 4

PICTURE 5

PICTURE 6

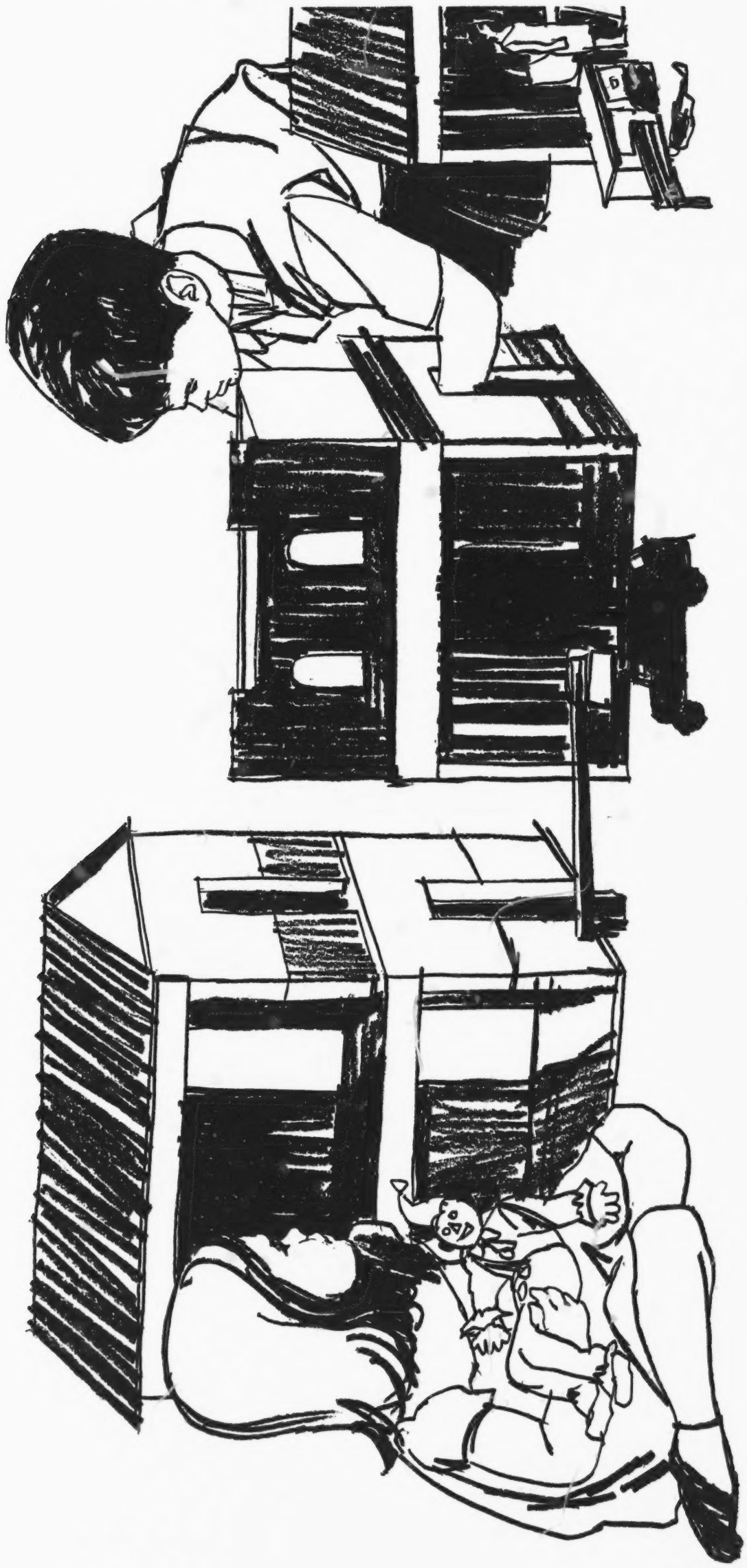
PICTURE 7



PICTURE 8

PICTURE 9

PICTURE 10



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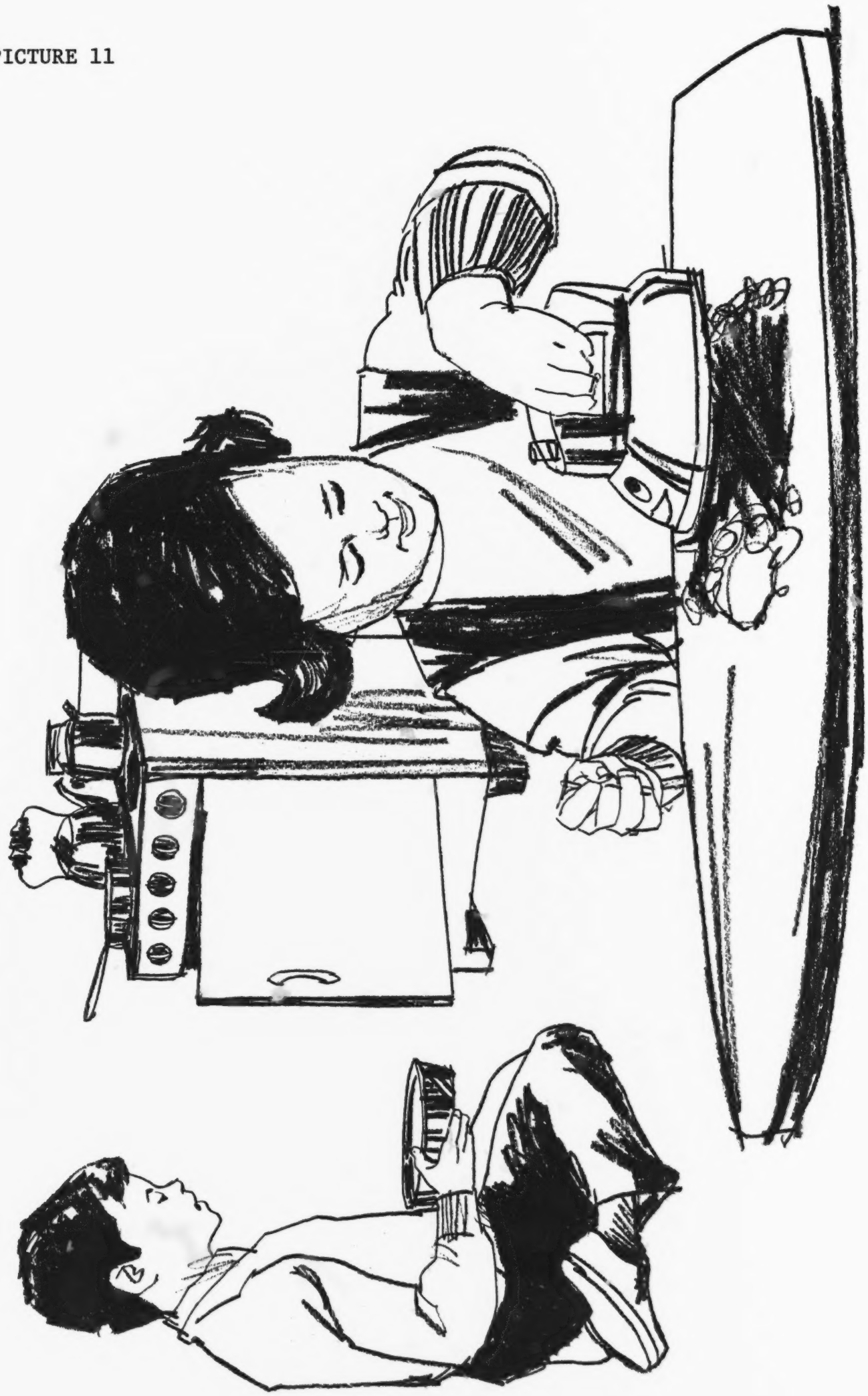

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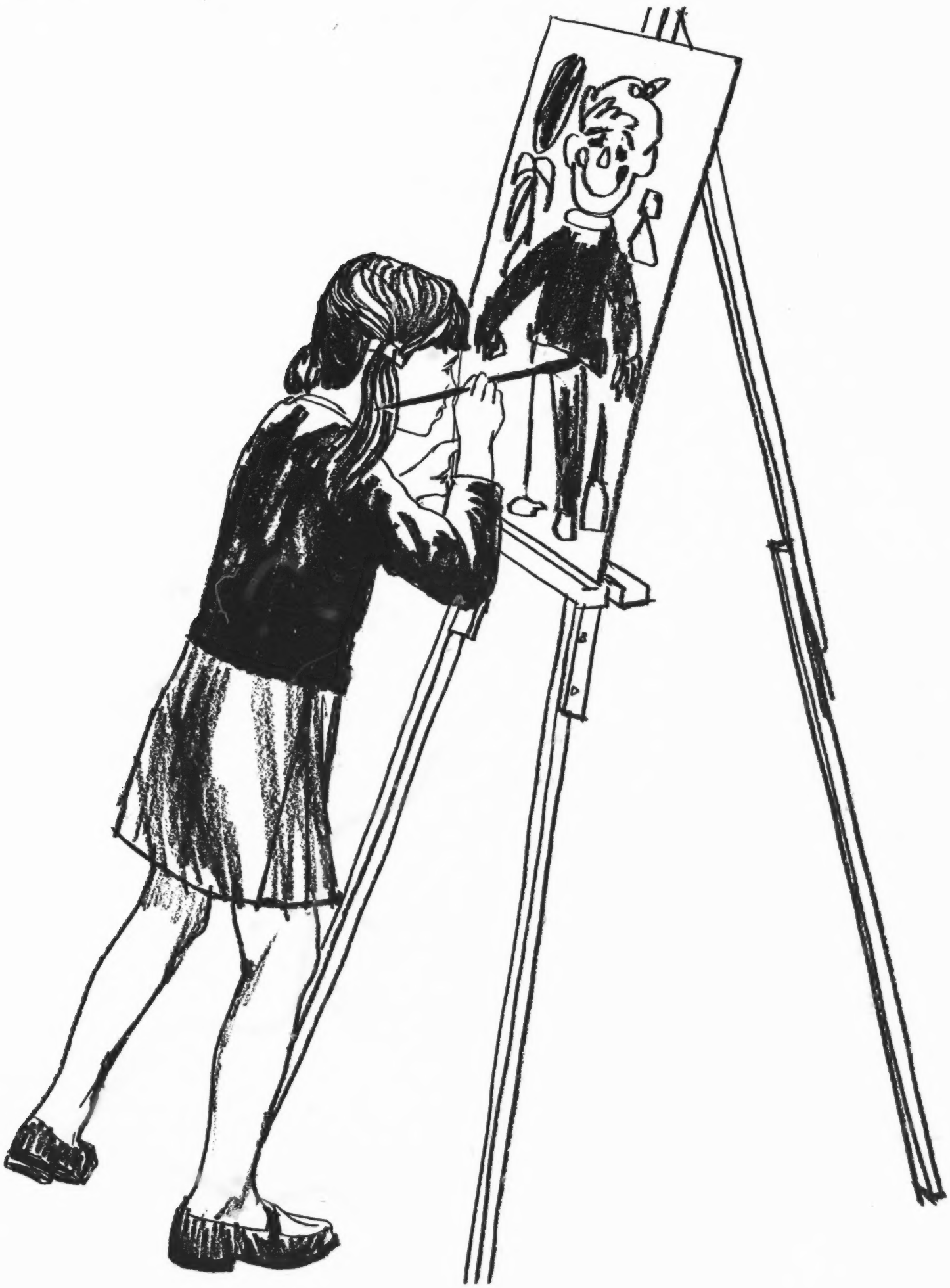
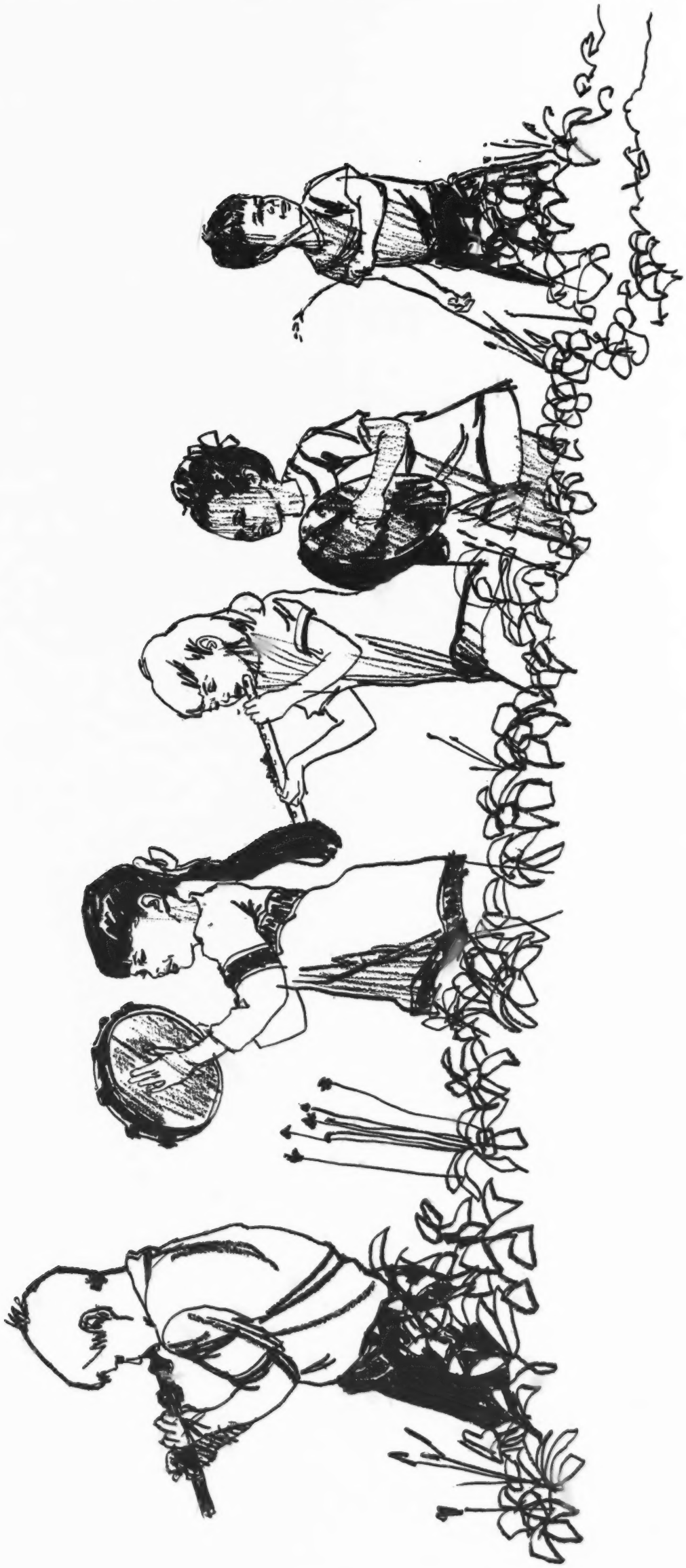


PICTURE 13

PICTURE 14



PICTURE 15

PICTURE 16